DOCUMENT RESUME

ED 104 783 95 SO 008 281

AUTHOR	Kirkland, Hubert
TITLE	The Cultural Backgrounds of Americans. Grade Four, Unit Two, 4.2. Comprehensive Social Studies Curriculum for the Inner City.
INSTITUTION	Youngstown Board of Education, Ohio.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Jun 71
NOTE	64p.; For related documents, see ED 070 693 and SO 008 271 through SO 008 300
EDRS PRICE	MF-$0.76 HC-$3.32 PLUS POSTAGE
DESCRIPTORS	American Culture; American Indians; *Anthropology; Asian Americans; *Cultural Awareness; Cultural Education; Elementary Education; *Ethnic Studies; Grade 4; Immigrants; Learning Activities; Mexican Americans; Negroes; *Social Studies Units; Sociology; Teaching Techniques; *Urban Education
IDENTIFIERS	Elementary Secondary Education Act Title III; ESEA Title III; FICSS; Focus on Inner City Social Studies

ABSTRACT

The second unit of the grade four level of the FICSS series (Focus on Inner City Social Studies -- see SO 008 271) continues the study of man through cultural awareness of the diverse groups of people comprising America's heritage. Focusing specifically on American Indians, Afro-, Mexican-, and Asian-Americans, and European Immigrants, the unit is intended to aid student appreciation and understanding of the many diverse ethnic groups comprising the nation. The unit investigates the origin, culture, and current status of each group in the United States. The format includes a general introduction; teaching procedures and strategies; knowledge, skill, and behavioral objectives; learning activities; and supplementary teacher and student resources. (JR)

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THE CULTURAL BACKGROUNDS OF AMERICANS

GRADE FOUR, UNIT TWO

4.2

according to the
"Comprehensive Social Studies Curriculum for the Inner City"
as developed by

Project FICSS
(Focus on Inner City Social Studies)
Melvin Arnoff, Project Director
Associate Professor
Kent State University

Unit Author
Hubert Kirkland

Unit Editor
Rosanne Marek

Participating School Districts	and Superintendents
Akron	Mr. Conrad C. Ott
Canton	Dr. Henry Kurdziel
Mansfield	Mr. Robert E. Glass
Youngstown	Dr. Richard Viering
Youngstown Diocese	Msgr. Wm. A. Hughes

The work presented or reported herein was performed pursuant to a grant from the U. S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education and no official endorsement by the U. S. Office of Education should be inferred.

Project No. 6090

June, 1971

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ACKNOWLEDGEMENT AND DISCLAIMER

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INTRODUCTION TO THE CURRICULUM OF GRADE FOUR

Scope of the Curriculum of Grade Four

The curriculum of the fourth grade builds upon fundamental learnings acquired as a result of the curriculum of the primary grades. The essential thrust of this year is toward enabling students to understand man, his origins, the development of separate, distinct cultures, the cross-fertilization of cultures into the mainstream of American life, and the richness of this diversity. In so doing the units of this year draw heavily upon the principles of anthropology, sociology, and immigration history.

Specifically, the units in grade four include:

4.1 The Origins of Man (4 weeks)

4.2 The Cultural Backgrounds of Americans (12 weeks)
- Indians
- European Americans
- Black Americans
- Spanish - Speaking Americans
- Asian Americans

4.3 The Multi-Cultural Strands of American Life (12 weeks)
(The culture of ethnic groups as they contributed to American life)

4.4 Values of Diversity (4 weeks)

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SCOPE OF UNIT 4.2

"THE CULTURAL BACKGROUNDS OF AMERICANS"

Man in the beauty of his variety has inhabited many areas of the earth wherein he sought to develop a life style which had meaning to him. Men from the many corners of the earth were drawn to the continent of North America. Their times of arrival were separated by thousands of years in some cases and only hundreds or tens of years in others. What each of these groups of new Americans brought to their new homeland is highly colored by their native culture. Also the reasons for people coming to the New World will affect the life style they choose to develop here. This unit, then, as its title clearly states, is an investigation of "The Cultural Backgrounds of Americans."

But it is impossible to study all groups of Americans. The unit is designed so that various committees of children will be able to investigate the culture of a single group of Americans. Thus, the culture of the following groups are presented in this unit: Africans, Northern Europeans, Chinese, American Indians, and Spanish-speaking groups from Cuba, Puerto Rico and Mexico. The children, therefore, appear to have a choice of one of five committees on which to work. Hopefully, if in the class there is a representative of a group not mentioned in this unit study, the teacher will afford that child and others the opportunity to study that culture. The children learn of the contributions of the five cultural groups when each committee makes its report to the rest of the class.

Through this unit it is hoped that the wealth of the diversity of culture which is the heritage of America will be known, appreciated, and cherished.

INTRODUCTION

Introduction to a Unit Teaching Strategy

Suggested Teaching Procedures and Introductory Activities

Teaching Procedures

1. These units are based on a depth study strategy approach. It is felt that this method is consistent with the "learn by doing" theories of John Dewey, which have been corroborated by Piaget.

2. The basic steps for this strategy consist of introductory activities conducted by the teacher which excite the interest of the student and cause him to ask questions about the new study. These questions serve as an introduction to the scope of the topic.

3. The students, working in groups or individually, research the questions they have raised and categorized. Each student contributes to the committee work in his own special way and at the same time develops the ability to work in a group situation.

4. One of the most easily recognized trends in the development of recent thought in social studies education is that which is directed toward providing inquiry experiences for the pupil. In these experiences, students would not necessarily be told the meaning of the data they would encounter nor would the data necessarily be presented to them. They would have to search for it and to bring meaning to that which they found. From this description, then, it is seen that the depth study strategy proposed here is in concert with the spirit of inquiry.

5. When the group prepares its presentation for the class, they have many occasions to review and restructure their information. After hearing each of the presentations, the teacher leads the class in an overview and helps them gain perspective on the topic. The facts gained are used to develop hypotheses and generalizations. Again, the facts and understandings are used to develop the culminating activity. Although each of these activities is somewhat different, they all are forms of review or reuse of acquired information. The student, then, is somewhat involved in no less than three opportunities to recall and use the new data. Each time, of course, the information is called for in a new context.

6. In a depth study approach, the teacher assumes the role of the structurer of learning activities. In addition, the teacher is the most readily available resource person, both for process and content. The class could conceivably ask the teacher to talk to them about a specific topic or to discuss a film or filmstrip. If the teacher has had special experiences which are pertinent to the study, the class may call upon him to show slides or to deliver a special talk.

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AN OUTLINE OF A TEACHING STRATEGY

PHASE	PURPOSE
I. Introduction	To motivate students,
II. Raising of questions	To list students' questions.
III. Categorization of questions by students	To organize ideas. To provide experiences in critical thinking.
IV. Formation of and instructions to committees	To form groups for social or psychological ends. To place responsibility for learning upon the shoulders of students.
A. Tasks	To let students know they are defining, pursuing, and reporting their own study.
B. Roles	To aid students in identifying desired organizational schemes for small groups and to help them define the responsibilities and behaviors of leaders and group members.
C. Methods of Researching Information	To aid students in locating, recording, organizing and presenting information.

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PHASE	PURPOSE
V. Information Retrieval	To allow students the opportunity to answer their own questions, to employ their library skills, to develop critical thinking and logical organization of data.
VI. Committee Reports	To develop and rehearse the presentation to the class.
VII. Perspective and Overview	To hear the reports of each committee which has sought to answer the questions of the class.
VIII. Developing Hypotheses and Generalizations	To integrate the findings of the committee reports, to note trends, likenesses and differences when compared with other examples known by the students.
IX. Culminating Experiences	To study the information presented to discover some basic principles of the social sciences which may be operant.
	To gain further perspective and to enhance recall.

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MINIMUM ESSENTIAL MATERIALS

The following materials are considered essential for teaching this unit:

BOOKS:	TEACHER	PUPIL	COST
1. Bailey, Elizabeth. Americans Before Columbus. New York: Viking Press, 1961, @ $4.31		1	$4.31
2. Baldwin, Gordon C. How Indians Really Lived. New York: Putnam, 1961, @ $3.64		1	3.64
3. Barry, Robert E. The Musical Palm Tree. New York: McGraw-Hill, 1965, @ $2.96		1	2.96
4. Bleeker, Sonia. The Sioux Indians. New York: Morrow, 1962, @ $3.36		2	6.78
5. Brandon, William. The American Indian. New York: Random House, @ $ 5.58		1	5.58
6. Burland, Cottie. Ancient China. New York: Du Four Editions, 1961, @ $1.95		2	3.90
7. Chang, Isabelle. Tales from Old China. New York: Random House, 1969, @ $3.39		1	3.39
8. Colorado. The First Book of Puerto Rico. New York. F. Watts, 1965, @ $1.98		5	9.90
9. Coatsworth, Elizabeth. Cricket and the Emperor's Son. New York: Norton, 1965, @ $3.32		1	3.32
10. Hofsinde, Robert. Indian Warriors and Their Weapons. New York: Morrow, 1965, @ $3.36		1	3.36

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ESSENTIAL SOURCE MATERIALS (Cont.)

BOOKS:	TEACHER	PUPIL	COST
11. Manning, Jack. Young Puerto Rico. New York: Dodd-Mead, @ $2.99		2	$5.98
12. Marcus, Rebecca. The First Book of Cliff-Dwellers. New York: Watts, 1968, @ $1.95		1	1.95
13. Moyer, William and Cooke, David C. Famous Indian Tribes. New York: Random House, 1954, @ $2.89		2	5.78
14. Neurath, Marie. They Lived Like This in Ancient China. New York: Watts, 1967, @ $1.98		2	3.96
15. Newcomb, Ellsworth. Three Came Riding. New York: Norton, 1964, @ $3.75		1	3.75
16. Para, Belpre. The Tiger and the Rabbit and Other Tales. Philadelphia, Pa.: Lippincott, 1965, @ $2.82		1	2.82

FILMSTRIPS:

American Indians
- 501-1 Learning About Indian Costumes
- 501-2 Learning About Indian Houses
- 501-3 Learning About Indian Dances
- 501-4 Learning About Indian Crafts

Puerto Rico
- 724-1 Historic Puerto Rico
- 724-2 Geography of Puerto Rico
- 724-3 Puerto Rico's People
- 724-4 Puerto Rican Agriculture and Industry

The preceding filmstrips can be ordered at $28.00 per set from Nate Quilien, Instructional Systems, Inc., 620 E. Smith Road, Medina, Ohio 44256.

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ESSENTIAL SOURCE MATERIALS (Cont.)

FILMSTRIPS:

Indians
- 233-1 Indians of the Northwest Coast
- 233-2 Indians of the Plains
- 233-3 Indians of the Northeast Woodlands
- 233-4 Indians of the Southwest

These filmstrips can be ordered at $5.00 each or $18.00 for the set of four, from Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614.

TOTAL $152.66

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OBJECTIVES

Knowledge

The pupil will know that:

1. great civilizations in the kingdoms of Africa existed before Europe became civilized.
2. Ghana, Mali, and Songhay were great African kingdoms.
3. the three African kingdoms had an organized government which met the needs of the people.
4. a tax system was developed in the early African kingdoms
5. the African people lived in houses constructed of wood, stone, or dried mud.
6. the system of courts operated in early Africa.
7. social organization in Africa was based on tribes and clans.
8. all gold in Africa belonged to the King.
9. the written language of Africa was Arabic.
10. ironsmiths made weapons and tools of war in ancient Africa.
11. African artisans made jewelry, sculpture and paintings.
12. Mansa Musa was the greatest ruler of the three African kingdoms.
13. the African people admired courage and tolerated no one who did not show his courage.
14. the early African empires declined as a result of economic problems, drought, and warfare.

In 17th and 18th century Europe:

15. most countries were monarchies.
16. it was a crime to criticize the ruler or his officials.
17. emigration, plague and warfare caused tremendous decreases in the population.
18. the number of people was determined greatly by the supply of food.
19. many people died from starvation.
20. the life expectancy was from thirty to thirty-five years.
21. nobles owned large estates.
22. the oldest male inherited family estates and titles.
23. merchants purchased land from the "crown" (King).
24. religion was important in family life.

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Objectives (Cont.)

25. a middle class began to emerge.
26. poor farmers either owned a small parcel of land or worked on the estate of a wealthy noble.
27. the majority of the people were very poor.
28. the people were forced to pay heavy taxes.
29. there was little hope for children to advance beyond the social attainment of their parents.
30. Swedish peasants enjoyed social and political freedom.
31. in each country, the ruler made his religion the law of the land.
32. all subjects of the ruler were expected to belong to the established church.
33. people were tortured, imprisoned, or put to death if they refused to convert to the ruler's faith.
34. religious wars were often fought.
35. peasants did not normally eat meat.
36. the economy was primarily agrarian.
37. war needs stimulated the economy.
38. stock companies were developed by the English.
39. wealthy men attended universities.
40. wealthy women were tutored at home.
41. the majority of the people were illiterate.
42. many Europeans came to the thirteen colonies to escape religious persecution, to obtain release from prison, to escape political persecution and to seek economic advancement.

In 19th Century China:

43. the government was controlled by the Manchu dynasty.
44. people spoke a Mandarin dialect as the official language.
45. one learned to read the language only by memorizing one symbol for each word of the language.
46. Buddhism was the religion of the majority of the people.
47. some Chinese believed in Taoism.
48. the extended family existed.
49. people honored and respected their parents in life and death.
50. marriages were arranged by the parents.
51. the eldest male was head of the household.
52. children were considered to be a year old at birth.
53. children were given names to ward off evil spirits.
54. there were few different Chinese family names.

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Objectives (Con.t)

55. the feet of wealthy Chinese women were bound.
56. some houses were built around courtyards.
57. poor families lived in thatched roof homes within a compound.

American Indians:

58. belong to the proto-Mongoloid race.
59. there are several theories about how the Indians arrived in North America.
60. were the first inhabitants of North America.
61. had different life styles all based on tribal customs.
62. some were farmers while others were nomadic hunters.
63. who were nomadic lived in wigwams.
64. who were farmers lived in permanent lodges of either earth, logs or a combination of both.
65. only the bravest chiefs had the right to wear bonnets of eagle feathers.
66. Indians living in the same region usually had a similar life style.
67. music played an important part in the Indian culture.
68. religion was expressed in Indian dances.
69. the Indian concept of religion was based on knowledge of laws of nature.
70. religion permeated the daily lives of Indians.
71. food was cooked by many different methods.
72. many of the foods we eat today were given to us by the Indians.
73. there were nearly 300 separate Indian languages.
74. sign language was developed as a means of communicating among the various Indian tribes.
75. the Indians had an organized form of government.
76. most Indian nations were governed by councils.
77. Indian life was most often based on a spirit of cooperation with the community.
78. private ownership of land was not practiced in the Indian society.

79. Cuba is a Communist country.
80. Fidel Castro is the ruler of Cuba.
81. Spanish is spoken by the Cuban people.
82. most of the Cubans are Roman Catholics.
83. most of the inhabitants of Cuba are Caucasians.
84. there are mestizos, blacks, and Chinese living in Cuba.

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Objectives (Cont.)

85. the Cuban people are poor.
86. education is important in Cuba.
87. the government confiscated the land of the wealthy Cubans.
88. the Cuban economy is mostly agrarian.
89. land has been distributed to some of the poor in Cuba.
90. many people have left Cuba since 1959.
91. under communism, Cuba has a classless society.
92. in Cuba, no political opposition is permitted.
93. many Cuban homes would be considered sub-standard by Americans.
94. a farmer in Cuba may own no more than 100 acres.
95. cooperative farms have been set up by the Cuban government.
96. major companies and businesses have been taken over by the government of Cuba.
97. the Mexican population is composed of three racial groups: white, mestizo, and pure Indian.
98. most of the Mexican people are mestizo.
99. mestizos are part Indian and part Spanish.
100. the extended family is the general rule in Mexico.
101. in Mexico, the father is the head of the family.
102. most of the white minority of Mexico belongs to the upper class.
103. Mexico is a democratic republic.
104. the Mexican people are proud of their Indian ancestry.
105. most of the Mexican people are Roman Catholic
106. the largest agricultural crop is corn.
107. holidays are usually religious in nature.
108. poor families eat little meat in Mexico.
109. the people of Mexico who live in large towns and cities dress similarly to the people in the United States.
110. Mexico's greatest holiday is Independence Day.
111. 1924 was the year of the greatest emigration from Mexico.
112. in Mexico people live in homes made of adobe brick.
113. poor Mexicans eat frijoles (beans) daily.
114. many Mexicans eat highly-seasoned food.
115. Mexico produces more silver than any other country in the world.
116. mining has been important in Mexico since Spanish colonial days.

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Objectives (Cont.)

117. Puerto Rico is a commonwealth of the United States.
118. the people of Puerto Rico are United States citizens.
119. a non-voting representative represents the Puerto Ricans in the United States Congress.
120. Puerto Rican delegates help nominate presidential candidates for United States elections.
121. Puerto Ricans cannot vote in United States elections.
122. Spanish is the language of the people of Puerto Rico.
123. English is taught as a second language in the Puerto Rican public schools.
124. most Puerto Ricans are Roman Catholics.
125. most of the people of Puerto Rico are Caucasian.
126. the families of Puerto Rico are child-centered.
127. the extended family is common.
128. chaperones play an important part in the life of a girl of Puerto Rico.
129. in Puerto Rico some people live in one-room shacks with thatched roofs.
130. some Puerto Rican people live in low rent, federally-built projects.
131. wealthy people live in Spanish-style mansions.
132. rice is the main food.
133. Puerto Rican schools are patterned after those in the United States.
134. schools stress vocational training.
135. in Puerto Rico there is much unemployment.
136. Puerto Rico is dependent upon the United States for its economic existence.
137. people do not pay federal taxes in Puerto Rico.
138. "Operation Bootstrap" has helped many people of Puerto Rico.
139. most of the land is farmland.
140. about 40,000 people leave Puerto Rico annually for the United States.
141. the people of Puerto Rico have a republican form of government.
142. the "head" of government is the governor of Puerto Rico.

Skills

The pupil will be able to:

1. recognize relevant ideas as evidenced by his making meaningful contributions to discussions that pertain to the topic at hand.

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Skills (Cont.)

2. use the library card catalog and reference materials to locate information relevant to his committee assignment.
3. take purposeful notes while completing committee assignments.
4. organize notes in logical and/or chronological sequence.
5. use maps and globes to locate the countries studied in this unit.
6. interpret relevant charts, diagrams, or graphs while completing committee assignments.
7. plan his work as evidenced by being aware of the things that must be done and allotting time periods to them.
8. distinguish fact from opinion by using key phrases, such as "I think," "in my opinion," or "it is established that. . .".
9. locate on a map the areas from which large numbers of people emigrated to the United States, i.e. Africa, Europe, China, West Indies and Mexico.

Attitudes

The pupil will:

1. respect and accept differences among people as evidenced by his ability to discuss differences and similarities of the different cultural backgrounds.
2. respect and appreciate the human values and the rights of others as evidenced by his cooperation in planning, working, and evaluating group work.
3. respect himself and appreciate the worth and dignity of the individual as evidenced by his own contributions and his willingness to accept those of others.
4. believe that all men share a common origin as evidenced by his fair treatment of persons of other backgrounds.

Behavior:

The pupil will:

1. work in cooperation with his classmates, particularly those who do not have the same cultural background.

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Behaviors (Cont.)

2. be responsible for completing his assignments.
3. be courteous and considerate of others.
4. listen calmly and courteously to a differing point of view.
5. cooperate with his fellow committee members.

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STRATEGY	LEARNING ACTIVITIES	MATERIAL
I. Introductory Activities A. To interest pupils in the study of cultural backgrounds of selected groups of Americans. B. To raise questions which will structure the unit study. ALL COMMITTEES	I. Suggested introductory activities A. From Unit 4.1, "The Origins of Man" recall the origin of various groups of man and the races. Span the gap from that unit to the dispersal of man over the globe and his residing in an area to which he subsequently developed a particular life style. B. HOW DID YOU GET TO AMERICA? Ask the class to identify their own national origins. List these on the board. Ask the class to list groups of Americans who are not represented in your class. List these on the board and have the class group them. The grouping will probably include Europeans, Africans, Asians, American Indians, and Spanish-speaking Americans. Ask the class "How and why did your ancestors come to the United States?" "How and why did these other groups of Americans come to the United States?" C. PATHS TO AMERICA The class can place a transparent film over a map and use a felt-tip pen to draw the arrows which show some of the emigration patterns from foreign nations to the United States. D. "AMERICANS ALL" DISPLAY The teacher can prepare five display areas on which have been placed books and realia from each of the five culture groups. The various books provided can serve as a base for this display which can be augmented by articles and periodicals and real items such as foods of each national group.	

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STRATEGY	LEARNING ACTIVITIES	MATERIAL
I. Introductory Activities (Cont.)	E. CULINARY CULTURE Ask the pupils to list their favorite foods or foods they have heard of but not yet tasted. List these on the board and identify which cultures have been responsible for bringing these foods to the world. Have the pupils look at the displays, etc., with the intent of raising questions about each of the culture groups.	

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STRATEGY	LEARNING ACTIVITIES	MATERIAL
II. Raising Questions A. Pupils should raise questions which can structure the scope of the unit	Ask the pupils to list questions which they would like to investigate in order to help themselves know more about the cultural backgrounds of selected groups of Americans. The class should develop about forty to sixty questions. Some of the questions they might raise are: 1. How did these people live in their own countries? 2. How did the Indians get to North America? 3. Why do the people in Mexico and Cuba speak Spanish? 4. What was life like in seventeenth century England? 5. Why did the Africans come to America? The teacher should encourage questions by referring to the map, the display of realia, and other elements of the introductory experiences.	

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STRATEGY	LEARNING ACTIVITIES	MATERIAL
III. Categorizing Questions A. To organize the questions raised by the class into researchable topics. B. To identify topics which can be pursued by class committees.	The class can be guided into organizing the questions they have raised by asking them which questions talk about the same thing as question one, two, etc. Later they can label these categories. The writer of this unit is unable to predict which categories the class may determine. It does seem likely, however, that they might come upon the following five topic areas: Committee A - African-American Committee B - European-American Committee C - Chinese-American Committee D - American-Indians Committee E - Spanish-speaking Americans The content of this unit has been organized according to these topics.	

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STRATEGY	LEARNING ACTIVITIES	CONTENT
IV. Formation of and instructions to Committees 1. To identify the necessary tasks of the committees.	The students may wish to work in groups to pursue those topics which most interest them. The content might also be revealed through a more traditional approach. The committee organization also allows for individual excellence, especially as it is perceived as effecting group goals. <u>Activities</u> Discuss and decide on something like this: Class discussion concerning: 1. The tasks of a committee 2. The roles of committee persons 3. The sources of information	A. Tasks of Committees 1. Organize committee a. Random selection by teacher or students. b. Ranking by students of choices on slips of paper. c. Using sociograms to achieve balance within a committee (may be homogenously or heterogeneously based). 2. Utilize class questions as starting point for planning committee work. 3. Add new questions suggested by committee members. 4. Assign research, find information, coordinate information, develop and present.

00024

STRATEGY	CONTENT	MATERIAL
2. To determine desired roles in committee operation.	B. Roles in a Committee 1. Leader a. To help make everyone become a part of the group b. To let everyone have his turn at the "good" jobs c. To solicit ideas from all members of the group d. To permit the group to decide which ideas are best e. To keep the group moving to get its job finished in the best way it can f. To help your group decide what its job is 2. Group Member a. To help the leader carry out plans b. To complete the work assigned to him c. To work without disturbing other group members d. To ask other members for their ideas e. To select only those ideas which help the group do its best work f. To make other members of the group feel welcome	

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STRATEGY	LEARNING ACTIVITIES	CONTENT	MATERIAL
3. To determine desired roles in committee operation		3. Secretary a. Record group decision b. Verify motions and decisions c. Aid committee in coordinating research	
4. To identify sources for obtaining necessary information.		C. Finding Information (See Section I) 1. Textbooks and books a. Use of index b. Use of glossary, appendix, map lists, illustrations 2. Encyclopedias a. Use of key words; letters on volume, index, class reference 3. World Almanac 4. Pamphlets 5. Pictures 6. Filmstrips 7. Charts, cartoons, posters, graphs 8. Records 9. Community Discussion possibilities for presentation: 1. Reports 2. Panel and round table discussions 3. Visual aids 4. Audio aids	

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval A. Suggested activities for locating information.	SUGGESTED INFORMATION RETRIEVAL ACTIVITIES A. Interview a member of one of the nationality or ethnic groups to determine what he believes to be some of the major contributions of his culture to American life. B. Visit or write informational agencies of the various ethnic groups to solicit pamphlets and other types of information. C. Tape record an interview. Take slide pictures of the interview. D. Listen to recordings of the music of the various ethnic groups. E. Listen to the radio broadcasts sponsored by the various ethnic groups. F. Learn some words and symbols in the language of the ethnic group being studied by your committee. G. Learn dances and folk songs of the various ethnic groups. H. Visit churches of the various ethnic groups. Attend religious festivals at these churches. I. Write to the Bureau of Indian Affairs for information about the American Indians. J. Develop current events scrapbooks or bulletin boards on each group. K. Speak to people who have visited the native lands of the various ethnic groups.	

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee A African-Americans	I. Ghana A. History 1. Existed as a nation 4 B.C. to 12 century A.D. 2. Located 500 miles northwest of present day Ghana. 3. The country was named after a god called Ghana. 4. Ghana was an advanced civilization. a. height of power in 11th century. b. developed tax system. c. established trade routes to Cairo and Bagdad. d. majority of people--farmers. e. gold was exported to North Africa and the Middle East. 5. Ghana invaded from the North 1076 A.D. a. by the Aloravides as islamic people. b. years of warfare weakened the empire. c. Ghana's power dwindled as a result of long droughts and economic setbacks. B. Political structure 1. Headed by King. 2. King succeeded by son of his sister. 3. A system of courts was in operation. 4. King was head of the Army. C. Life style 1. King absolute ruler 2. Each tribe composed of several imperial clans. A group of families descended from one ancestor. 3. Only the King and his heir were permitted to wear clothes that were sewn. All other non-Moslems wore lengths of cotton, silk or brocade cloth which they draped around themselves. 4. All god belonged to the King. 5. When the King died, his body was placed in a sacred grave for burial.	Great Rulers of the African Past Lavian Dobler Brown

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee A African-Americans (Cont.)	6. The personal ornaments such as weapons, carpets, cushions, and food and drink, were buried with the King. 7. Some of the palace servants were sealed in the King's tomb. 8. Most of the houses were built of wood and clay with the straw roofing. 9. Wealthy people lived in homes of wood and stone. 10. The following foods were part of the daily diet: millet, sorghum, camel steaks, dates, honey, wheat, raisins, and other dried fruits. 11. Cattle sheep and honey were brought from the north. 12. The written language was Arabic. 13. Ironsmiths made weapons for the King's army. 14. Gold and coppersmiths made jewelry for the King as well as the general populace. 15. The chambers and halls of the palace of the King were decorated with sculpture and painting. 16. Dances, prayers, and songs were used as a part of religious devotion.	

II. Mali
A. History
1. Primarily a nation of farmers.
2. Famous for mining, weaving, and architecture.
3. More prominent than Ghana by 14th Century.
4. Rulers controlled almost all of Western Sudan.
5. Mansa Musa was the greatest ruler.
6. Islam was the religion of the rulers.
7. Mansa Musa was called "Lord of the Blacks."
   a. he made pilgrimages to Mecca.
   b. news of excessive spending of gold reached European countries.
   c. Timbuktu, the great learning center, was started by Islamic scholars who returned with Musa.

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee A African-Americans (Cont.)	8. A change of leadership and expansion of territory caused the emergence of a new kingdom, Songhay. B. Political structure 1. The emperor took the title of Mansa which means emperor or sultan. 2. Mali divided into provinces ruled by governors called Feroas. 3. Each town in the province had mayors called Mochrifs (mo-kreffs). Officials were appointed by the Mansa. 4. Merchants and their caravans were protected by police. C. Decline of empire 1. By start of 15th Century central power of Mali was declining. D. Customs 1. The people of Mali spoke Mande. 2. Houses were built of wood or clay with straw roofing. 3. A "slash and burn agriculture" was practiced in which the fields were burned to clear them of grass, bushes and treestumps. 4. Farmers grew sorghum, rice, taro, yams, and beans and onions. 5. Every large city or middle-sized village had its own craftsman, wood-carvers, silversmiths, coppersmiths, blacksmiths, weavers, tanners, and dyers. III. Songhay A. Early invasions influenced spread of Songhay. 1. Around 1468, a series of conquests signaled the beginnings of the great Songhay Empire. 2. Portuguese traders traded on the coast. The interior was off limits. 3. Empire disintegrated after the invasion of the Moors.	

00030

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee A African-Americans (Cont.)	B. Political structure 1. Emperor headed government and army. 2. Organized a professional army. C. Customs 1. Only Moslems were to occupy throne of Songhay. 2. A tax collector appointed by the King turned over 2/3 of the money and kept 1/3. 3. People admired courage and tolerated no one who did not show his courage. 4. A person's special standing depended largely upon to which tribe he belonged. a. At the top of the social and political ladder were the descendants of the original Songhay people. They were not allowed to marry out of their caste. b. Next in line, freemen and traders and members of the army. c. There were castes whose members specialized in caring for horses. d. Another caste did most of the smithing. e. At the bottom of the social scale were the war captives and slaves. f. The houses were of sun-dried bricks. g. As a result of the Niger overflowing, the soil was quite fertile. h. People were farmers, fishermen, hunters, craftsmen, traders, and warriors. D. The decline of Songhay. 1. Songhay empire was defeated by Morroccan invasion of 1591. 2. Western Sudan was divided among several small kingdoms.	

000031

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee B European-Americans	I. Government A. Most European countries ruled by one man who had inherited throne. B. Crime to criticize the monarch or his officials. 1. Penalties. a. Jail b. Whipping c. Exile	Maland, David Europe in the Seventeenth Century St. Martin's Press New York: 1966. Shevill, Ferdinand A History of Europe Harcourt Brace, 1954.
	II. People A. Population 1. Emigration, plague, and warfare caused tremendous fluctuations in particular localities. 2. Losses were made good by sharp increases in birthrate after catastrophes. 3. Entire population governed by one simple rule: Its size was directly determined by its food supply. 4. Farmers lacked capacity to produce and store surplus food for the time when crops failed. 5. Many people died from starvation. 6. People suffered from undernourishment, poor health. 7. Life expectancy from thirty to thirty-five years. 8. One-half of babies died during their first year.	Ashley, Maurice The Golden Century Praeger, 1969. Beatty, John The Royal Dirk Morrow, 1966.
	III. Customs A. Class structure 1. King 2. Nobles a. Owned large estates. b. Oldest male inherited family estates and titles. c. Religion important to family life. d. Enjoyed arts, music, paintings, fine architecture. e. Patrons of arts.	

000032

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee B European-Americans (Cont.)	3. Merchant a. Purchased land from "crown" (King). b. Emergence of middle class. c. Maintained large homes. d. Enjoyed arts. e. Religion important. 4. Peasant a. Average poor farmer owned either a small piece of land or worked on estate of wealthy noble. b. Had very little income. c. Forced to pay heavy taxes to his noble, king and church. d. Children destined to lead same kind of life as parents. e. Put in prison for minor offenses like stealing or non-payment of debts. f. Put to death for more serious crimes. g. Religion important. h. Swedish peasants enjoyed social and political freedom. B. Religion 1. In each country, the ruler made his religion the law of the land. 2. All subjects expected to belong to established church and pay for its support. 3. When subjects refused to convert they were either tortured, imprisoned or put to death by burning. 4. Religious wars were prevalent. a. Thirty Years War (1618-1648) C. Language 1. English 2. German	

000033

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee B European-Americans (Cont.)	3. Norwegian 4. Danish 5. Swedish D. Food 1. Peasants a. Cereals--breads b. Cheese c. Vegetables were not normally eaten with the exception of the Netherlands. d. English sometimes poached game. e. Nowhere in Europe did peasants normally eat meat. 2. Nobles a. Meat b. Vegetables c. Fruits d. Bread and cheese e. Wines and ale IV. Economy A. Agrarian B. Good harvests resulted in: 1. Cheap food 2. Availability of money 3. Goods were purchased 4. Production was stimulated C. Poor harvest 1. Compelled even wealthy to economize 2. Industry and trade D. Debasement of coinage produced such fluctuations in the prices that merchants and manufacturers were afraid to expand their businesses. E. War needs stimulated the economy.	

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee B European-Americans (Cont.)	F. The economy benefited from the demands for luxuries which the wealthy were able to afford. G. Major industries 1. Building 2. Shipbuilding 3. Metallurgy 4. Textile manufacturing H. Joint-stock company an association of capital developed by the English. 1. Attracted capital investors. 2. Shareholders could sell their stock. 3. Encouraged growth of commerce. 4. Rarity in commerce. I. Individual merchant backed by family or few partners--typical figure in 17th Century commerce. V. Education A. Wealthy males attended universities. B. Wealthy females tutored at home. C. Majority of people illiterate. VI. Reasons for coming to Thirteen Colonies A. Desire for economic advancement B. To obtain release from prison C. To escape religious persecution C. To escape political persecution VII. When they came: A. English--1607 B. German--1618 C. Swedes--1638 D. French--1680's E. Scotch-Irish--1700's	

00035

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee C Chinese-Americans	I. Government A. Ruled by Manchu Emperors--Manchu people conquered China. II. People A. Language 1. Mandarin Dialect is the official language. 2. No phonetic alphabet. 3. Different symbols for each word. 4. Language mastered only by memorizing as many symbols as possible. 5. Contains 40,000 symbols. 6. Average educated man knows 3,000 symbols. D. Religion 1. Buddhism 2. Taoism III. Customs A. Family 1. Four or five generations lived together. 2. Parents honored and respected in life and death. 3. Eldest male head of household. 4. Marriages arranged by parents. 5. Son's wife becomes part of son's family. 6. Wife obeys husband's parents. 7. Wife undisputed mistress with the household. 8. Husband turned earnings over to his wife. 9. At death of parents, son's wife became sole custodian of all family property. 10. Child considered to be a year old at birth. 11. Everyone adds one year to age on New Year's Day. 12. When a child becomes a month old, a feast is held at which time he is given a "milk name," which is a name given to ward off evil spirits.	Ancient China, Cottie Burland, 1961, Du Four Editions. They Lived Like This in Ancient China, Marie Neurafin, 1967, New York, Watts. The Chinese Way of Life, Lin Yu-Tand, World, 1959. The Land of the Chinese People, Lippincott, 1960.

00036

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee C Chinese-Americans (Cont.)	13. Common "milk names"--"Little Ugly," "Little Stupid." 14. Few family names--Wong, Chen, Chang, Li and Wu are borne by tens of millions of people. 15. Children given generation names like Ho Lo-yi. Ho is family name. Lo is generation name. Yi distinguishes Ho Lo from millions of other Ho lo's. Name means "fond of justice." 16. The feet of wealthy females were bound. B. Homes 1. Houses built around courtyard. 2. Poor families live in thatch roof homes within a compound. 3. In southern China, people slept in wooden beds. 4. In southern China, homes were built of wood, brick or woven bamboo. 5. In northern China, homes were made of brick or mud. 6. In northern China, people sleep on brick beds with a small fireplace beneath to keep warm. 7. Houseboats used frequently in southern China. 8. In the cities poor people lived in dirt floored huts--three or four families per room. C. Clothing 1. Wealthy men wore loose baggy trousers and long high collared gowns. 2. For formal occasions, blue gown with a black jacket were worn. 3. Poor people wore garments made of coarse home-spun cloth--trousers and short jackets were worn by both sexes. 4. Rich people wore silks and satins.	

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee C Chinese-Americans (Cont.)	5. Men wore great straw hats in summer. 6. Small black sateen skull caps worn in winter-white button on cap signified a death in the family. 7. Common folk wore homemade cloth shoes or straw sandals. 8. Wealthy city people wore leather shoes. D. Food 1. Rice was eaten at every meal in southern China. 2. Noodles made from wheat flour and millet in North. 3. Variety of vegetable dishes. 4. Fish, meat (pork), and fowl when funds were available. 5. Chopsticks used as an eating utensil. E. Education 1. A few boys attended village schools. 2. Girls not permitted to attend school. 3. Tutors taught children of the rich. 4. Some boys became scholars studied to pass imperial examination and became government officials. 5. Three-fourths of the people--illiterate. 6. Scholars venerated. F. Contributions 1. Farming methods a. Terracing b. Fertilizing c. Irrigation d. Intensive farming	

00038

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee C Chinese-Americans (Cont.)	2. Porcelain 3. Compass 4. Silk 5. Gunpowder G. Festivals 1. New Year a. Family feast starting on New Year's Eve ending at daybreak. b. All children get a new toy. c. Children receive firecrackers. d. Shops and businesses closed first three days. e. Shops re-open at dawn on fifth day. f. Time for settling debts. g. Debtors not permitted to attend New Year's feast. h. Debtors hid from creditors until midnight. 2. Feast of Lights 3. Dragon Boat Festival 4. Mid-Autumn Festival H. Types of work 1. Family business 2. Skilled craftsmen a. Carved jade or ivory ornaments. b. Wove silk cloth. c. Made vases. d. Made everyday products for general populace. 3. Peasants (Farmers) 4. Unskilled laborers a. Coolies did work of draft animals.	

00039

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee D American Indians	I. History A. Race 1. Mongoloid--not Chinese, Japanese, or Mongol proper, but proto-Mongoloid. (Proto meaning primitive or original). a. Straight haired, medium complexion, jaw protrusion, nose breadth, inclined to round headedness. b. An early type from which the Chinese, Malay and Indian grew out. B. Arrival in New World 1. At least 10,000 years ago. Estimates made by archeologists and anthropologists. 2. The theory is that they came from Asia across the Bering Strait, a narrow gap with an island stepping stone in the middle, probably frozen solidly in midwinter. 3. They probably came to the New World in search of animals for food. II. Regional habitats A. Southeast 1. This group had the most advanced way of life in eastern North America. 2. Formed part of so-called Mound Builders culture. 3. Tribes a. Cherokee b. Chickasaw c. Choctow d. Natches e. Creek 4. Homes a. Rectangular shaped with thatched roofs and plaster walls.	Wilson, Marcius American History William H. Moore & Co., New York, 1947.

00040

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee D American Indians (Cont.)	b. Sometimes built around central area that included council house, wall, field, and large pyramids. B. Northeast 1. This group lived between the Mississippi River and the Atlantic Ocean, from the Ohio River north to the Canadian border. 2. Tribes a. Delaware b. Iroquois c. Massachuset d. Monican e. Pequot f. Powhatan g. Fox h. Miami i. Potawatomi j. Sauk k. Shawnee l. Winnebago 3. Houses a. Most were round wigwams. b. Iroquois had long rectangular bark houses called long houses where several families lived together. C. Central Plains 1. This group lived between Mississippi River and Rocky Mountains. 2. Tribes a. Cheyenne b. Sioux c. Blackfoot d. Comanche e. Pawnee	

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee D American Indians (Cont.)	3. Houses a. Nomads lived in wigwams. b. Permanent earth lodges were built by farmers. Lodges lay partly underground and were covered with logs and dirt. 4. Clothing a. Men wore breech cloths, leggings. b. Bravest chiefs had right to wear bonnets of eagle feathers. D. Northwest 1. Lived in forested region extending along the Pacific Ocean from South Alaska to Northern California. 2. Tribes a. Chinook 3. Houses a. Large rectangular--made of wooden planks split from cedar logs. b. People tied planks to upright posts with vines. c. Decorated homes with elaborately carved posts and painted symbols (totem poles). E. Southwest 1. Group lived in New Mexico, Arizona, Southern Utah, and Northern Mexico. 2. Division of tribes a. Nomads 1) Navaho 2) Apache b. Villagers 1) Pueblo	

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee D American Indians (Cont.)	c. Farmers 1) Mohave 2) Yuma 3) Pima 4) Papago 5) Yaqui III. Culture A. Music 1. Important part of life. 2. Used in treating sick, winning battles, and hunting. 3. Used by medicine men for magic spells. B. Religion 1. Expressed in dances, ceremonials, and legends. 2. Prayers made to sun, wind, thunder, and earth. 3. Concept of religion based on knowledge of laws and nature. 4. Believed in a supernatural power that existed in objects, animals, spirits or deities. 5. Religion permeated daily life. C. Food 1. Cooking methods a. Stone boiling (putting hot stones into a basket or a pot of water) b. Drying c. Freezing d. Smoking 2. Preferred foods a. Corn b. Fish c. Meat D. Language 1. There were eight major linguistic groups. 2. Beginning of sixteenth century there were almost 300 separate languages (not dialects).	

00043

STRATEGY

V. Information Retrieval

Committee D

American Indians (Cont.)

3. Written language was not above the level of picture writing.
4. Sign language developed as means of communicating.

IV. Government
- A. Most Indian nations were governed by councils.
- B. Some Indian nations were governed by individual chiefs.
- C. In general, Indian life was most often based on a spirit of cooperation within the community.
- D. The land belonged to all the people. Private ownership was not practiced.
- E. Alliances were formed between Indian nations.
- F. Great League of the Iroquois was formed originally to keep peace.

00044

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee E Spanish-Speaking Americans	CUBA I. Government A. Communist Republic 1. Fidel Castro--head of government. 2. There is a president, but he is without power. B. Improved living for rural peasants. C. Suppressed all political opposition. II. People A. Language 1. Spanish B. Religion 1. Majority Roman Catholic 2. Cults Chango and yemaya combine worship of saints with African deity. C. Races 1. 72% white 2. 15% mestizo 3. 12% black 4. 17% Chinese 5. Since the revolution--no racial conflict. III. Life Style A. Houses 1. Farmers houses often thatched roofed with earthen floor. 2. Two-thirds of rural houses have earth floor. 3. Three-fourths of rural dwellings were huts. 4. Less than 8% of all dwellings have inside toilets. 5. Urban housing a. Lower class live in tenement houses called "solar."	Cuba The Economic and Social Revolution, 1964, Chapel Hill, University of North Carolina Press, Seers, Dudly. Cuba The Making of a Revolution, Ruiz, Roman, 1968, University of Mass. Press. Getting to Know Cuba, Darnet Lascheur, 1962, Coward McCann.

00045

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee E Spanish-speaking Americans (Cont.)	B. Food 1. Traditional meals include "puella" a combination of chicken, pork, sausages, clams, olives, tomatoes, and spices. 2. A pig roasted on a spit at Christmas. 3. Rice and beans. 4. Fried sliced plantain, a starchy green fruit similar to a banana. 5. Tiny cups of strong sweet coffee. 6. Papaya, coconut, and orange juices. C. Entertainment 1. Rural area cockfights are a favorite amusement. 2. Baseball. IV. Education A. 1953--one-fourth of population ten years or older had never attended school. B. Eight months were spent in 1961 educating the illiterate. C. 1961 was called the Year of Education. D. 3,000,000 books were purchased by government. E. Illiteracy rate down to 3.97%. F. Education has a high priority with the government. G. Government controls education. V. Economy A. Primarily agrarian 1. Controlled by government. 2. Castro limited ownership of rural land to farms of one hundred acres. B. National Institute of Agraria Reform 1. Set up cooperatives and administered estates from wealthy. C. February 1961, 32,823 farmers (peasants) became land owners.	

00046

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee E Spanish-speaking Americans (Cont.)	VI. Social structure (Pre-Castro) A. Lower class 1. Unskilled 2. Uneducated wage workers B. Middle class 1. Skilled workers 2. Self-employed 3. Salaried persons with some education 4. Small proprietors 5. Landowners C. Upper class 1. Upper ranks of government service 2. Professionals 3. Owners of large estates and businesses. VII. Emigration A. First political emigrants left in 1959. B. Nationalization of businesses in 1960 caused additional departures. C. One-fourth of a million persons left during the period, 1959-1962. D. Most of the emigrants were middle or upper class people. E. Skilled laborers and men eligible for military service not permitted to leave. F. Two DC 6's of Pan American Airways left every day for Miami before the missile crisis. G. One percent of population left per year from July 1, 1959 to June 30, 1962.	

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee E Spanish-speaking Americans (Cont.)	I. Government of Mexico A. Democratic Republic 1. Based on 1917 Constitution 2. Three branches of federal government a. Executive b. Legislative c. Judicial II. People A. Language 1. Spanish B. Racial groups 1. 1% white 2. 75% mestizo 3. 15% pure Indian C. Social structure 1. Most of white minority belonged to an upper class. 2. The Los Trescientos (the three hundred) is at the top of the social scale. They are the aristocrats. 3. The second group includes those who became rich in the last generation or two. D. An estimated 300,000 Spaniards entered Mexico during the three centuries of colonial rule; they mixed with the Indians producing the mestizo element which predominates the Mexican population. 1. Mexicans with more Spanish blood than Indian are usually fair and olive skinned. 2. Mexicans with only a little Spanish blood look more like Indians. E. The Mexican people are proud of their Indian ancestry. F. The religion practiced by majority of people is Catholicism. III. Customs A. Family life 1. Extended family	

00048

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee E Spanish-speaking Americans (Cont.)	2. Compadre-(godparent) is an important member of family. a. Responsible for the children's upbringing if parent dies and cannot support them. b. Compadre often chosen for higher social position or wealth. c. Relationship between compadre and the parents is often more than among blood brothers. 3. The family is male-oriented and patriarchal. B. Homes 1. Upper class live in old mansions. 2. The second group (the newly rich) live in modern homes. 3. Poor people live in homes made of adobe brick. C. Food 1. Corn is the chief food. a. Tortilla - a flat, unleavened corn cake baked on as an equivalent of bread. b. Enchilada - a Mexican dish flavored with chili. 2. Many Mexicans eat frijoles (beans) boiled, mashed, and then fried and refried in lard. 3. Poor Mexicans eat frijoles daily. 4. Rice boiled and then fried is eaten. 5. Atole, a thick soupy cornmeal dish is served. 6. Tamales, cornmeal steamed in corn husks or banana leaves mixed with pork or chicken. 7. Many Mexicans eat highly seasoned food. Food is seasoned with hot red chili pepper. 8. Poor families eat little meat. 9. Favorite fruits--avocado, banana, mango, orange, and papaya. 10. Wealthy Mexicans have balanced diets. They also eat tortillas and beans.	

00049

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee E Spanish-speaking Americans (Cont.)	D. Clothing 1. People in large towns and cities dress similarly to the people in the United States. 2. Village inhabitants a. Men 1) Plain cotton shirts and trousers 2) Leather sandals called huraches and wide brimmed hats called sombreros b. Women 1) Long full skirts 2) Blouses 3) Usually go barefoot 4) Cover heads with fringed shawls called rebozos. E. Holidays 1. Most holidays or fiestas are religious feast days. a. Mardi Gras b. Saints Day c. All Saints and All Souls 1) Indians believed that the dead returned once a year to eat. 2) People prepare special food for the dead. 3) Some food is placed on altars, others leave dishes at the cemeteries. 4) People eat the "Bread of the Dead" 5) It is not a sad festival, but a welcoming to the dead for their visit on earth. d. Christmas 1) Begins December 16th 2) For nine days there is a procession of singers. 3) Midnight of Christmas a figure of an infant is placed in the cradle. 4) Pinata is a big jar filled with candles and toys and covered with paper mache.	

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee E Spanish-speaking Americans (Cont.)	5) Pinata parties occur all during this season. 6) Pinata is hung by a rope. 7) Children are blindfolded and take turns hitting it. 8) When the pinata is broken, all scramble for the contents. 9) These are the only gifts children of Mexico get until January 6. e. Mexico's greatest holiday is Independence Day, September 16. IV. Education A. Since the 1910 revolution, the government has done much to promote free public education. B. Religious groups are forbidden to establish schools. V. Economy A. Mexican mining has been important since colonial days. 1. Approximately 2% of Mexico's labor force is involved in mining. 2. However, many of the mines are highly mechanized and employ only a few people. 3. Exports consist of lead, zinc, copper, petroleum, silver, and sulfur. 4. Mexico's silver production, while of only minor importance to the country's economy, is the largest in the world. 5. Mining is financed largely by investment from foreign countries.	

00051

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee E Spanish-speaking Americans (Cont.)	I. Government of Puerto Rico A. Prior to 1952, ruled by United States as a territory. B. Became Commonwealth in 1952. C. The "head" of the government is the governor, who is elected by the people. D. Non-voting representative from Puerto Rico sits in United States Congress. E. People have a republican form of government. F. People are citizens of United States. G. People are not permitted voting rights in United States election. H. Delegates help nominate presidential candidates for United States elections. I. Puerto Ricans are drafted into U. S. Army. J. Some people want Puerto Rico to be 51st state. K. Some believe Puerto Rico should be independent.	Exploring Regions of Latin America and Canada, Fullett. Manning, Jack Young Puerto Rico Filmstrip: Historic Puerto Rico, Imperial Film Co. IF 724 (color)
	II. People A. Language 1. Spanish 2. One-fifth of people speak English. 3. Majority of upper class are bilingual. B. Religion 1. Majority are Roman Catholic (four-fifths) C. Races 1. Majority are white of Spanish descent. 2. One-fourth are Negroes and mulattoes. 3. Prejudices not based on race.	
	III. Customs A. Family life 1. Extended family a. Parents, aunts, uncles and godparents live under one roof.	Filmstrip: Puerto Rico's People, Imperial Film Co. IF 724

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee E Spanish-speaking Americans (Cont.)	2. Father is head of family. 3. Godmother acts as chaperone until girls are 21. 4. Children are the center of family life. 5. At birth, every child is registered with father's and mother's name. B. Homes 1. Some poor live in one room shacks. 2. Government has built concrete low rent projects since 1946. 3. Wealthy live in homes built in Spanish style. 4. Forty per cent of people live in thatched roof cabins of rough boards. C. Food 1. Rice--main food. a. Served twice daily. b. Cooked with red beans, chicken peas or other kind of peas or beans 2. Starchy vegetables a. Sweet potatoes b. Yams c. Squash 3. Foods usually fried or boiled 4. Majority of homes not equipped with ovens. 5. Christmas foods a. Rice pudding b. Sausages c. Barbecued pig D. Holidays 1. Three Kings Day a. January 6 b. End of Christmas season. c. Children receive gifts.	

00053

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee E Spanish-speaking Americans (Cont.)	2. Emancipation Day--March 22, 1873. 3. Commonwealth Day--July 25, 1952. 4. Columbus Day--October 12. 5. Discovery Day--November 19, 1493. Day on which Columbus discovered Puerto Rico. IV. Education A. Schools 1. Patterned after United States 2. Majority of wealthy and middle class do not send children to public schools. 3. Schools are not economically or culturally integrated. 4. All students are taught English as a second language. 5. Vocational training is stressed. 6. Children in rural areas get less schooling than urban children B. Attitude toward education. 1. Excellent--one-third spent on education. C. Obstacles 1. Overpopulation prevents universal education. V. Economy A. Bulk of external trade with United States. B. Fourteen per cent of the labor force is unemployed. C. Puerto Ricans are exempt from U. S. Federal taxes. D. Puerto Rico is subsidized by and dependent upon the United States. E. "Operation Bootstrap" brought manufacturing to the island. F. Prior to 1957 agriculture was the major income-earning ingredient of economy.	

00054

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee E Spanish-speaking Americans (Cont.)	G. American manufacturers received tax exempt status for establishing new plants in Puerto Rico. H. More than 75% of Puerto Rico's la d area is farm land. I. Many people are involved in the garment industry. J. Average migration from 1945--40,000 per year. K. Puerto Rico gets federal grants for education, hospitals airports, social security and housing.	

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000056

STRATEGY	SUGGESTED REPORTING ACTIVITIES
VI. Suggested Reporting Activities	A. Hold a tribal council meeting to tell about the heritage of Africa which now belongs to Americans
A. To allow the class exposure to total content of the unit.	B. Develop a playlet which tells about the Three Kingdoms and the level of culture reached in this era before the white man came.
	C. Enhance reporting activities with models of housing, salt maps, and other visual aids.
B. To allow each committee to present its findings to the rest of the class by using an interesting format.	D. Present a 'tasting party' featuring foods of the ethnic group studied by your committee. Demonstrate how to make such foods. Prepare and distribute a mini-cook book. Eat in the style of the particular group. (chopsticks, etc.).
	E. Enhance your presentations by making illustrative materials such as block prints, a diorama, a mural, etc.
	F. Develop your own taped sound track to accompany a commercially available filmstrip. (Or use selected frames of the filmstrip). (Or use two filmstrips simultaneously (Or combine with a play).
	G. Read letters to and from pen pals in a foreign country.
	H. Develop a TV box and tell the story of your committee on a TV roll.
	I. Develop artifacts to simulate the type which might be found in the native country of each of the groups of Americans.

STRATEGY

VI. Suggested Reporting Activities (Cont.)

SUGGESTED REPORTING ACTIVITIES (CONT.)

J. Dramatize the history of the Three Kingdoms by using hand puppets.

K. Make a mural depicting the history of the three kingdoms.

L. Make a time line of this period of early African history.

M. Write and present skits about Africa's great rulers.

N. Prepare African Foods.

O. Draw pictures of shields which might have been used by African warriors.

000527

STRATEGY	LEARNING ACTIVITIES
VII. Overview	After the committees have reported to the class, time should be allowed to review what has been learned and to evaluate the efforts of the learners. Perhaps the class will choose to consider all the original questions that were raised and see whether they have been answered. The major questions will require review so that a foundation is laid for going beyond the material studied to the generalizations and hypotheses concerning human behavior. There will be some big questions to consider as a result of this study. They may be questions of opinion or questions which require a synthesis of the kinds of information presented by more than one committee. Some of the "big questions" are suggested as follows: 1. Why did we study about the native countries of five groups of Americans? 2. Do you think it would be better for all people to have one set of beliefs, one set of foods, one way to dress... Why or why not? 3. What are some of the customs which you have learned about which you think you might like to follow? 4. What are some of the values of other people which you find strange? Whose values are right, yours or theirs? Can you think of a case where the action you would choose would be very different from the action someone in another country might choose because your values are different? 5. What group or race of people had the best culture? What do you mean by the best culture? Does one racial group always seem to come out with a higher level of culture?

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STRATEGY		CONTENT
VIII.	Generalizations	Generalizations are not to be "taught" by the teacher and memorized by the class. Rather, they must be developed by the students as an outgrowth of their learning experiences. The generalizations listed here are derived from the kinds of material presented in this unit. It is not expected that all pupils will be able to arrive at any or all of the following: 1. People learn a life style by living it. 2. As communication between diverse culture groups increases, there will be a greater tendency for the cross-fertilization of life styles to occur. 3. As people increase their economic and social intercourse, they will increase the degree to which they influence each other's cultures. 4. As transportation increases, the possiblity of adapting or adopting food habits of other cultures increases. 5. As knowledge of other vultures increases, the possibility of intercultural harmony and respect increases. 6. As one's own knowledge of the contributions of his own culture group increases, his own self-respect and self-esteem improves.

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STRATEGY		SOME SUGGESTED CULMINATING ACTIVITIES
IX.	Culminating Activities	1. Present an International Fair, which includes the music, dances, and foods of the countries studied in this unit. 2. Prepare a display of art projects, reports, and realia. 3. Have a fashion show which includes the costumes and clothing worn by the five peoples studies.

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RESOURCES

Books:

Aarderna, Verna. More Tales From the Story Hat. New York: McCann, 1966, $3.69.
African folklore

Appiah, Peggy. Amanse, the Spider. New York: Pantheon Books, 1966, $4.09.
African folk tale.

Aker, Helen. Lee Natoni: Young Navajo. New York: Abelard-Schuman, 1958.
Lee, yearning for white man's education, yet responsive to traditions of his people, finds his conflicts resolved when he finds a new name.

Arkurst, Joyce C. The Adventures of Spider. Little Brown, 1964, $3.50.
West African folk tales. Easy reading.

Arnott, Kathleen. Tales of Temba. New York: H. Z. Walck, 1969.
Traditional African stories.

Bailey, Elizabeth. Americans Before Columbus. New York: Viking Press, 1961.

Baldwin, Gordon C. How Indians Really Lived. New York: Putnam, 1961.

Barry, Robert E. The Musical Palm Tree. New York: McGraw-Hall, 1965.

Basil, Davidson. The Lost Cities of Africa. Beacon Paperback, 1959.
For teacher's use.

Bauer, Helen. California Indian Days. New York: Doubleday, 1968, $3.95.
A lively picture of the life of the California Indians from earliest times to present.

Beatty, John. The Royal Dirk. Morrow, 1966, $3.95.
Fiction - the book gives good historical background and word pictures of 19th century England.

Berke, Ernest. The North American Indians. Garden City, New York: Doubleday, 1964, $4.50
A rich panorama of American Indian life and legend from New England to the far west. The principle tribes, their beliefs, customs, dress and housing.

RESOURCES (CONT.)

Books:

Bleeker, Sonia. The Sioux Indians. New York: Morrow, 1962.

Bjorklund, Karna. The Indians of Northeastern America. New York: Dodd, Mead, 1969, $4.95.
Suitable for the teacher.

Brandon, William. The American Indian. New York: Random House, 1963.

Brau, Maria. Island in the Crossroads: The History of Puerto Rico. Zenith Books, 1969.

Brewster, Benjamin. First Book of Indians. Watts, 1950.
Several tribes included, varying customs shown. Maps show where some of the Indian tribes lived before the white man came.

Burland, Cottie. Ancient China. Du Four Editions. 1961.

Caldwell, John C. Let's Visit Mexico. New York: John Day Company.
Covers briefly and discusses the country's problem.

Cahng, Isabelle. Tales from Old China. New York: Random House, 1969.

Chu, Daniel and Skinner, Elliott. A Glorious Age in Africa. Zenith Books, 1969.

Chu, Daniel and Chu, Samuel. Passage to the Golden Gate: A History of the Chinese in America to 1910.
Zenith Books, 1970.

Coatsworth, Elizabeth. Cricket and the Emperor's Son. New York: Norton, 1965.

Coatsworth, Elizabeth. The Noble Doll. New York: Viking Company, 1961.
Develops Mexican Christmas theme.

Colorado, Antonia. The First Book of Puerto Rico. New York: F. Watts, 1965.

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RESOURCES (CONT.)

Books:

Dobler, Lavinia and Brown, William A. Great Rulers of the African Past. Zenith Books, 1969.

Glubok, Shirley. Art of Africa. Illinois: Harper, 1965.
Highly recommended.

Hofsinde, Robert. Indian Warriors and Their Weapons. New York: Morrow, 1965.

Hoye, Dorothy. The Black Heart of India. New York: Scribner, 1966, $3.31.
Chinese story.

LaFarge, Oliver. The American Indian. Golden Books, 1960.
How they arrived from Asia, daily lives and rituals, tribes, leaders and how they live today.
Profusely illustrated.

Laschever, Barnett. Getting To Know Cuba. New York: Coward-McCann, 1962, $2.97.
Tells about the land, history and people.

Manning, Jack. Young Puerto Rico. New York: Dodd-Mead, 1962.

Marcus, Rebecca. The First Book of Cliff-Dwellers. New York: Watts, 1968.

Mosel, Aalene. Tikki Tikki Tembo. New York: Holt-Rinehart, 1968, $3.97.
Chinese story.

Nagel, Paul. World Cultures Past and Present. Evanston: Harper and Row, 1965.
Mexico.

Neurath, Marie. They Lived Like This in Ancient China. New York: Watts, 1967.

Newcomb, Ellsworth. Three Come Riding. New York: Norton, 1964.

Para, Belpre. The Tiger and the Rabbit and Other Tales. Philadelphia: Lippincott, 1965.

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RESOURCES (CONT.)

Books:

Pine, Tillie S. The Africans Knew. New York: McGraw Hill, 1967, $3.42.
This book tells about contributions made by African civilizations. Easy reading.

Moyer, William and Cooke, David D. Famous Indian Tribes. New York: Random House, 1954.

Tebbel, John and Ruiz, Ramon E. South by Southwest: The Mexican-American and His Heritage. Zenith Books, 1969.

Filmstrips:

Learning About Indian Costumes. 501-1, color, script, Society for Visual Education, 1345 Diversey Parkway.

Learning About Indian Houses. 501-2, color, script, Society for Visual Education.

Learning About Indian Dances. 501-3, color, script, Society for Visual Education.

Learning About Indian Crafts. 501-4, color script, 1969, Society for Visual Education.

Historic Puerto Rico. 724-1, color, script, 1969, Imperial Film Co., Inc.

Georgraphy of Puerto Rico 724-2, color, script, 1969, Imperial Film Co., Inc.

Puerto Rico's People. 724-3, color, script, 1964, Imperial Film Co., Inc.

Puerto Rican Agriculture and Industry. 724-4, color, script, Imperial Film Co., Inc., 1969.

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